

COVERSHEET

EIA Program Report for Fiscal Year 2005-06

And

Budget Request for Fiscal Year 2006-07

Completed Program Report/Budget Request Not To Exceed Eight Pages and Must Be In At Least Ten-Point Type

15 Copies and One Electronic File Are Requested by October 1, 2005

EIA PROGRAM NAME: Writing Improvement Network

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Fiscal Year 2005-06 EIA Program Report

EIA Program Name: SC Writing Improvement Network (WIN)

The purpose of this report is to determine the effectiveness of the program in meeting its objectives during the prior fiscal year. The report also requests information on the objectives of the program during the current fiscal year. Please answer the following questions and provide quantifiable results when available.

Effectiveness Measures: (See attached definition of terms and directions.)

Program Mission Statement:

The mission of the Writing Improvement Network is to serve as a professional development resource for South Carolina K-12 teachers by providing training in the implementation of current, research-based best practices in teaching students to be better writers and by providing guidance in choosing and organizing professional development and classroom resources through teacher experts.

1. What were the objectives of this program during Fiscal Year 2004-05?

The General Assembly initially decided not to provide funding for WIN in 2004-2005. As a result, it seemed that the program would cease to function. Long-time staff retired or found positions with other state agencies. The University of South Carolina (USC) dismantled the WIN office, including technological equipment and furnishings. When funding was later restored, a new director was hired. The new director was faced with the challenge of hiring new staff and securing and furnishing new facilities. This fresh start for the 2004-2005 fiscal year offered WIN the opportunity to establish new goals for the program that would better meet current educational needs.

One: WIN's reach will be expanded beyond the English language arts area to assist content area teachers in meeting their students' writing needs in those subjects.

Two: WIN will provide teacher training to address the writing demands of the revised SAT, ACT, and HSAP.

Three: WIN will target schools performing at the basic or below basic level in writing (as determined by PACT scores) to provide assistance in improving their students' writing performance.

Four: WIN will continue to coordinate the Exemplary Writing Program (EWP).

Five: WIN will provide a statewide conference to give South Carolina teachers the opportunity to learn from national literacy leaders, teacher consultants from the eight regional Writing Project sites, and representatives from winning Exemplary Writing Schools.

2. Were the Fiscal Year 2004-05 objectives met? Please provide specific, quantifiable data and explanations.

The new WIN director was unable to fully address Goals 1, 2, and 3. Delayed funding prevented the director's hiring a full-time teacher consultant because the candidate's school district would not release her from her contract. Fully implementing these goals would have been improbable with two full-time educators; however, with only one full-time educator, the task became impossible. Therefore, the director focused her physical and monetary resources on collaborative projects with the State Department of Education (SDE).

Among these projects was the Janet Allen Best Practices Institute for teachers of English 2. WIN paid \$380 tuition for each of 200 teachers to study the curriculum, developed with the SDE, and to learn strategies to implement it. Additionally, WIN purchased instructional materials, literary texts, and professional texts for Institute participants. These materials and texts cost \$200 for each of the 200 participants.

- Using a rating scale, with five (5) as "Strongly Agree" and one (1) as "Strongly Disagree, 75% of participants at the English 2 Institute gave the experience a rating of four (4) or five (5).
- Participants who did not give the Institute a rating of four (4) or five (5) commented that the Institute needed to be longer (in terms of days) and that the Institute needed to be held in a facility that was more comfortable for adult learners (i.e., tables and chairs rather than uncomfortable student desks).

Another project for which WIN provided monetary assistance was Jane Zenger's Teacher Quality class. Tuition for this institute was \$380 per participant, of which WIN contributed \$100 for each of the 20 participants. The SDE paid the remaining \$280 for each participant. Assisting the SDE with these institutes was an effective and efficient way for WIN's lone full-time educator to address some elements of Goals 1, 2, and 3.

Goal 4 was met as WIN was able to continue its coordination of the Exemplary Writing Program (EWP) with the SDE. Goals 1, 2, and 3 were partially addressed through the EWP. Participating schools must raise the standards of their literacy program by training teachers in all content areas and all grade levels to use writing as a tool for learning. The program demands excellence in leadership and the use of professional journals and books to upgrade teaching strategies. Participating schools also continuously foster collegiality and cooperation among students, teachers, administrators, and parents to create a thriving community of writers.

Receiving EWP status has become an institutional badge of excellence among SC schools. In 2004-2005, educators attended workshops to learn how to apply for EWP. Twenty-seven (27) schools submitted applications. Twenty (20) of these schools met the stringent criteria to be named EWP award-winning schools. (Information about EWP, including the schedule of workshops, applications, scoring criteria, and the list of schools earning an EWP award in fiscal year 2004-2005, is available at www.winsc.org.)

An analysis of 2005 Palmetto Achievement Challenge Test (PACT) scores taken from the SDE's web site shows that the percentage of students who score "Basic," "Proficient," and "Advanced" at EWP schools is greater than the percentage of students whose scores are in the same range at the district level and at the state level. For a complete explanation of how test scores were analyzed for EWP schools, please refer to the notation beneath Table 1A on page 6 of this document. Below is a summary of the analysis:

- 82.2% of EWP schools met standard on PACT 2005, compared to 75.5% statewide.
- 39.9% of students in EWP schools received scores in the "Proficient" range on PACT 2005, compared to 29.4% statewide.
- 6.3% of students in EWP schools received scores in the "Advanced" range on PACT 2005, compared to 4.5% statewide.

For the first time in fifteen years, WIN was unable to sponsor the Fall Writing Conference. Therefore, Goal 5 was not met, again because of delayed funding and insufficient full-time staff. The Fall Writing Conference fills an important role in providing an opportunity for teachers to learn from national literacy leaders, teacher consultants from the eight regional Writing Project sites, and representatives from winning EWP schools. However, planning a conference of any size requires many months of preparation. A conference site must be secured, speakers and sessions scheduled, information publicized, and registration forms and fees collected. Plans for the 2004 conference had begun shortly after the 2003 conference, but when funding for WIN was not renewed, all conference preparations made to that date had to be cancelled. Even when funding was restored, it was too late to resume conference plans, and planning such a conference for approximately 1,000 participants was more than one full-time educator could accomplish.

3. What are the objectives of this program in the current fiscal year, Fiscal Year 2005-06? Explain how, if any, the objectives have changed from the prior fiscal year and why.

- One: Provide school-level assistance to content area teachers to meet their students' writing needs in those subjects.
- Two: Provide teacher training to address the writing components of the Scholastic Aptitude Test (SAT), American College Testing Program (ACT), PACT, and High School Assessment Program (HSAP).
- Three: Provide both regional and onsite technical assistance to elementary and middle schools that did not meet standard based on 2005 PACT scores. This technical assistance will integrate the Standards 101 workshops that the SDE's Office of Curriculum and Standards will conduct with the Benchmark tests that the SDE's Office of Teacher Quality is developing in conjunction with the SDE's Office of Assessment. Staff from the Office of Teacher Quality will designate the schools that will receive this direct assistance.
- Four: Provide both regional and onsite technical assistance to high schools that did not meet standard based on 2005 HSAP scores. This technical assistance will integrate the Standards 101 workshops that the Office of Curriculum and Standards will conduct with sample assessment items that have been released by the Office of Assessment. Staff from the Office of Teacher Quality will designate the schools that will receive this direct assistance.
- Five: Continue to coordinate the Exemplary Writing Program (EWP).
- Six: Resume the Fall Writing Conference.

4. What measures or data will be used to assess the effectiveness of this program in meeting its objectives for the current fiscal year, Fiscal Year 2005-06?

- Use 2004-05 and 2005-06 EWP data to measure workshop attendance rate, number of applications, and number of schools awarded EWP.
- Use 2004-05 and 2005-06 data to compare school-, district-, and state-level "met standard" percentages in EWP schools.
- Use 2004-05 and 2005-06 PACT and HSAP data for "unsatisfactory" schools that will receive direct technical assistance from WIN. These schools must show .5% improvement on 2006 PACT and HSAP scores.
- Use 2003 and 2005 data to compare attendance at the Fall Writing Conference.

5. What measurable actions will be taken to assure that the program objectives of the current fiscal year, Fiscal Year 2005-06, will be met?

- Use an Excel spreadsheet to track registration and attendance at EWP informational workshops, number of applicants, and number of schools awarded EWP for 2005-06.
- Use an Excel spreadsheet to track student achievement on PACT and HSAP in EWP schools to compare with student achievement district- and state-wide.

- Use an Excel spreadsheet to track student achievement on PACT and HSAP in “unsatisfactory” schools receiving direct technical assistance from WIN to compare with student achievement on PACT and HSAP in “unsatisfactory” schools not receiving direct technical assistance from WIN.
- Use an Excel spreadsheet to track attendance at the 2003 Fall Writing Conference and the 2005 Fall Writing Conference.
- Use the “counter” to monitor visitors to the WIN Web site (www.winsc.org).
- Use the “counter” to monitor subscribers to the interactive message board on WIN's Listserv.
- Hire retired educators to assist with implementation of technical assistance program in “unsatisfactory” schools.
- Work with the USC's Conference Planner to prepare for the 2006 Fall Writing Conference.

Fiscal Year 2006-07 EIA Budget Request

EIA Program Name: SC Writing Improvement Network (WIN)

Information provided below will be used by the EIA and Improvement Mechanisms Subcommittee in recommending funding levels for this EIA program in Fiscal Year 2006-07 and in any proviso changes.

(1) FY 2005-06 Base Appropriation: \$288,444

(2) FY 2006-07 Total Amount Requested: \$450,000

- i. 62% Increase Requested over FY 2005-06 Base
- ii. _____% Decrease Requested over FY 2005-06 Base

(3) Cost Estimates for Increase or Decrease in Funding for FY 2006-07

- a. **Identify how the requested increase or decrease in funding was calculated. For example, inflationary increases, program expansions, program reductions, changes in program objectives, etc., impact budgets. Please be specific.**

The majority of the requested increase includes expenses for two FTE educators. These expenses include allowable travel reimbursements at the State rate, equipment and supplies, and two salaries, capped at \$50,000 each. The requested increase also considers inflationary increases in general supplies and materials, petroleum-based supplies and materials, contractual services, fixed charges, and allocations to districts/schools.

(4) Detailed justification for increase, decrease or maintenance of funding

- a. **Based upon the total budget request for Fiscal Year 2006-07, what would be the program objectives for this program? Explain how the proposed increase, decrease or maintenance of funding affects the current program objectives.**

WIN's program objectives would remain the same. However, the addition of two FTE educators would mean that WIN is better equipped to meet those objectives.

(5) Detailed Justification for any additional FTEs Requested

WIN currently has three FTEs: an educator who serves as coordinator to manage the program and provide technical assistance to schools whenever possible, an educator to provide technical assistance to schools, and an administrative assistant to provide support for the two educators. WIN's mission is to serve as a professional development resource for South Carolina's K-12 teachers. The focus of WIN's work has always been with the state's lowest performing school districts. At its inception, WIN employed six (6) FTEs: five (5) educators and an administrative assistant. Four (4) educators provided assistance to schools regionally. One (1) educator managed the program and provided technical assistance as office management responsibilities allowed. Having only two educators designated to work with schools limits the number of schools for which WIN can provide technical assistance. Two additional FTE educators will enable WIN to provide assistance to more schools, thereby improving WIN's ability to fulfill its mission.

WIN would seek retired educators to fill these positions for four reasons: (1) district contracts would not have to be purchased; (2) salaries would be capped at \$50,000 each; (3) fringe benefits would not have to be provided; and (4) special training would not be necessary because they are experienced with South Carolina's testing programs and the needs of lower performing students.

(6) Please complete the following chart which will provide detailed budget and expenditure history.

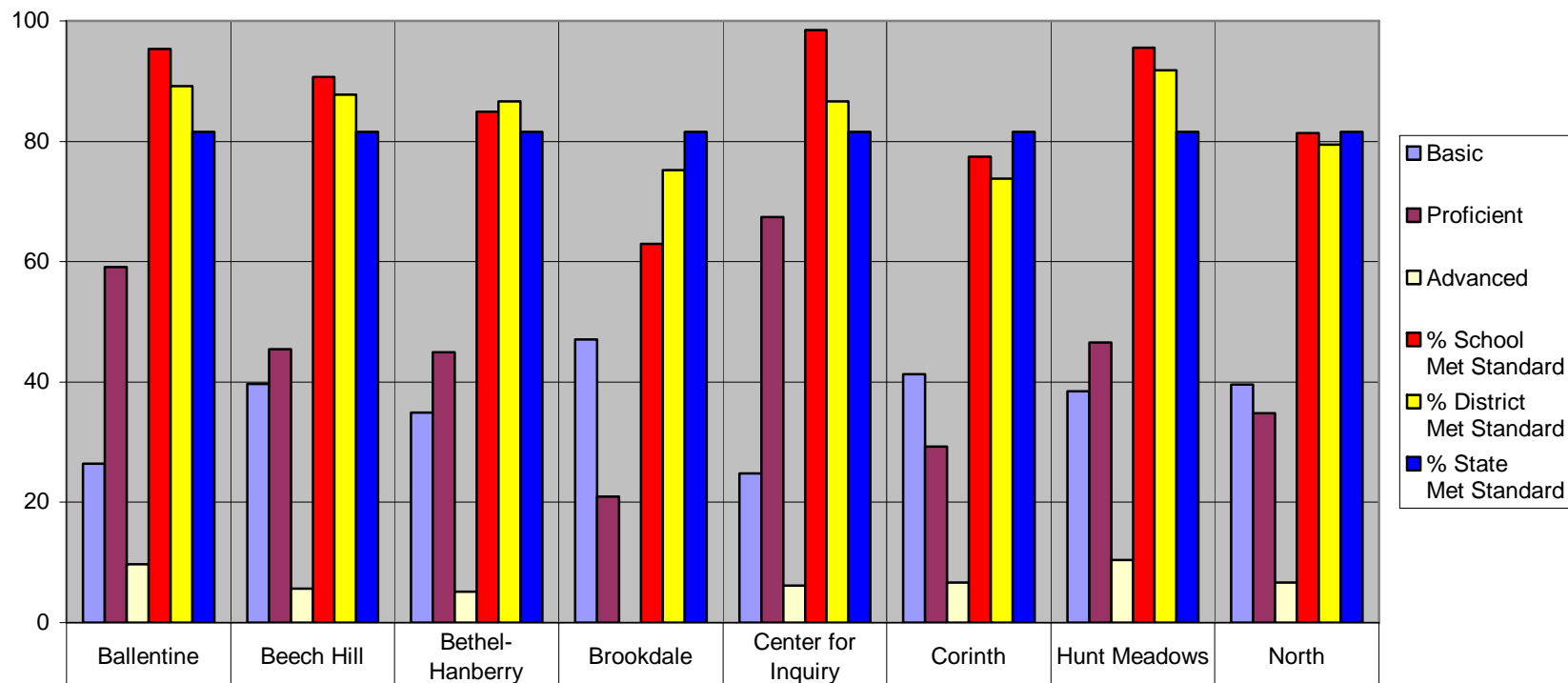
Funding Sources	2003-04 Actual	2004-05 Actual	2005-06 Estimated	2006-07 Requested
EIA	302,158	288,444	288,444	450,000
General Fund				
Lottery				
Fees				
Other Sources				
Grant				
Contributions, Foundation				
Other (Specify)				
Carry Forward from Prior Year				
TOTAL:	302,158	288,444	288,444	450,000

Expenditures	2003-04 Actual	2004-05 Actual	2005-06 Estimated	2006-07 Anticipated
Personal Service	84,914.07	98,329.00	96,517	176,295
Supplies & Materials	17,963.21	43,480.44	6,000	45,500
Contractual Services	134,873.64	8,008.53	133,000	135,000
Equipment	4,825.06	18,445.32	2,000	8,930
Fixed Charges	1828.87	2,500.00	2,714	2,500
Travel	7,513.03	8,569.42	10,000	26,775
Allocations to Districts/Schools		78,920.00		15,000
Employer Contributions	23,435.07	24,752.08	38,213	40,000
Other: Please explain				
Carry Forward to Prior Year				
TOTAL:	275,352.95	283,004.79	288,444	450,000
# FTES	4	2	3	5

(7) **Proviso Changes:** Please indicate any additions, deletions or amendments to existing provisos below:

No changes.

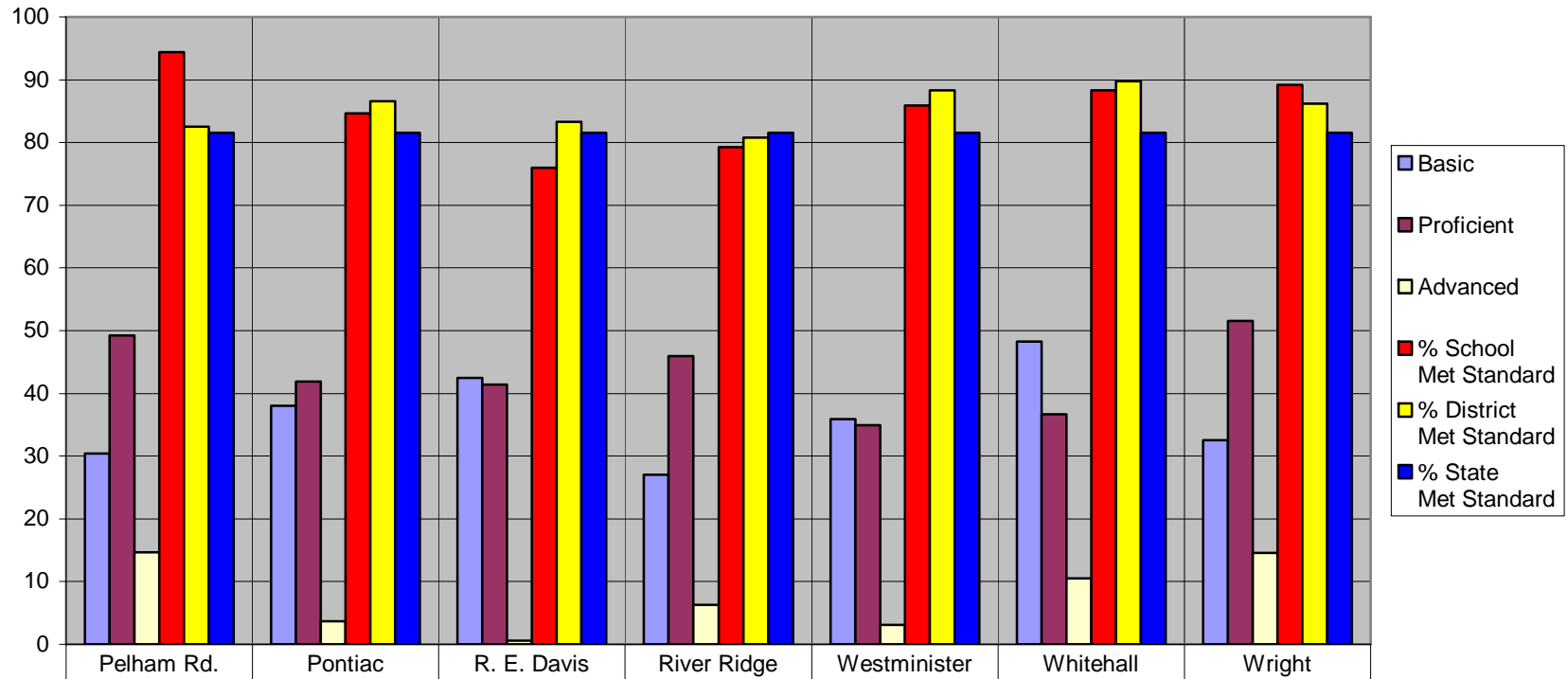
**Table 1A: 2005 PACT Scores
2004-2007 EWP Elementary Schools**



Basic	26.4	39.7	34.9	47.1	24.8	41.3	38.5	39.6
Proficient	59.1	45.4	44.9	21	67.4	29.3	46.6	34.8
Advanced	9.7	5.7	5.2	0	6.2	6.7	10.4	6.7
% School Met Standard	95.3	90.7	84.9	63	98.5	77.4	95.5	81.4
% District Met Standard	89.2	87.8	86.6	75.2	86.6	73.8	91.8	79.5
% State Met Standard	81.6	81.6	81.6	81.6	81.6	81.6	81.6	81.6

Tables 1A and 1B: Percentages determined by averaging the scores for grades tested. For elementary schools, grades 3, 4, and 5 were averaged to determine school's percentage meeting standard. For middle schools, grades 6, 7, and 8 were averaged to determine school's percentage meeting standard. The same method was used to calculate the percentage meeting standard at the state level. Grades 3, 4, and 5 at the state level were averaged to compare with grades 3, 4, and 5 at the school and district levels. Grades 6, 7, and 8 at the state level were averaged to compare with grades 6, 7, and 8 at the school and district levels.

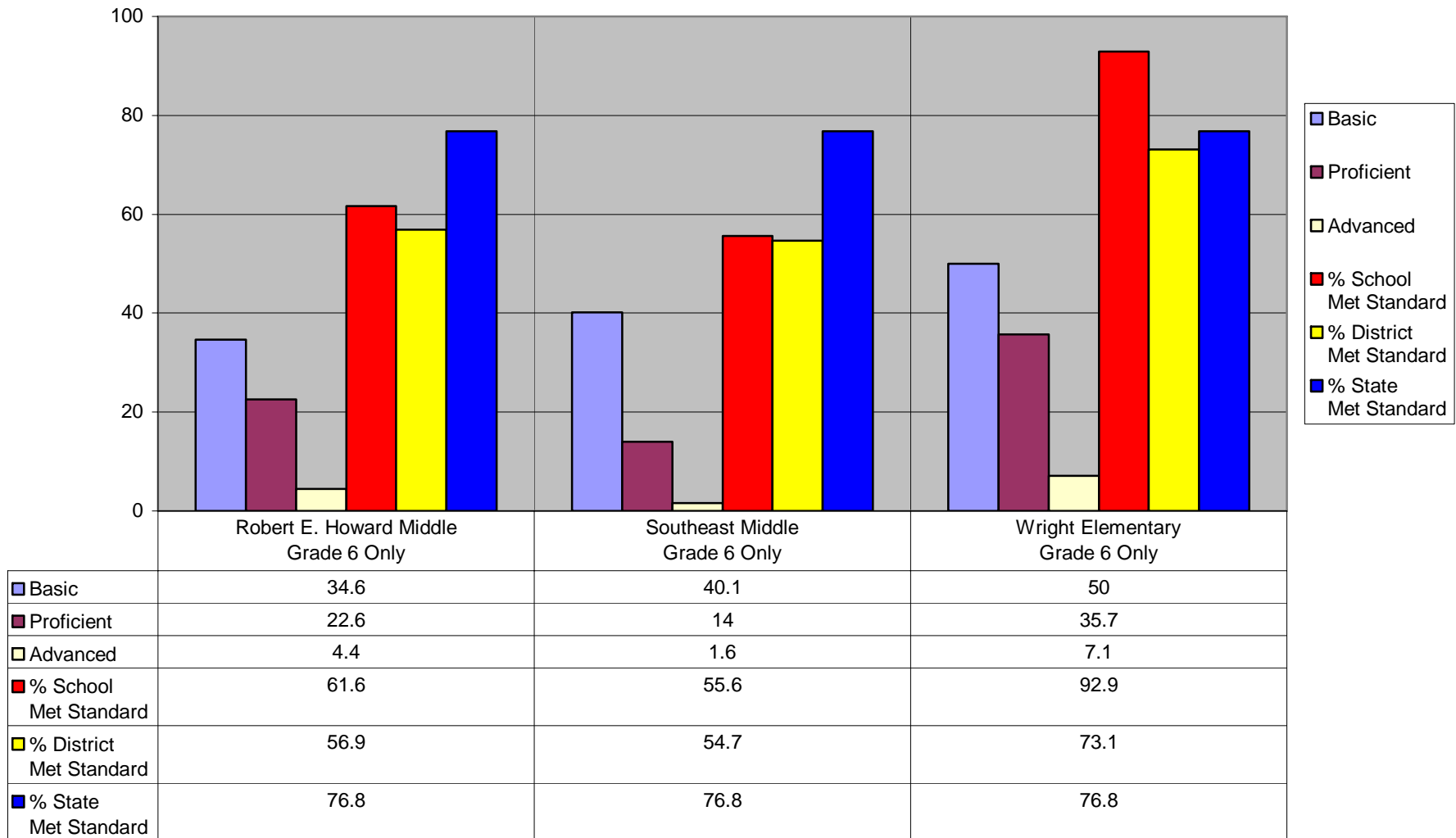
**Table 1B: 2005 PACT Scores
2004-2007 EWP Elementary Schools**



Basic	30.4	38	42.5	27	35.9	48.3	32.5
Proficient	49.2	41.9	41.4	45.9	34.9	36.7	51.5
Advanced	14.7	3.7	0.6	6.3	3.1	10.5	14.6
% School Met Standard	94.4	84.7	76	79.2	85.9	88.3	89.2
% District Met Standard	82.5	86.6	83.3	80.8	88.3	89.8	86.2
% State Met Standard	81.6	81.6	81.6	81.6	81.6	81.6	81.6

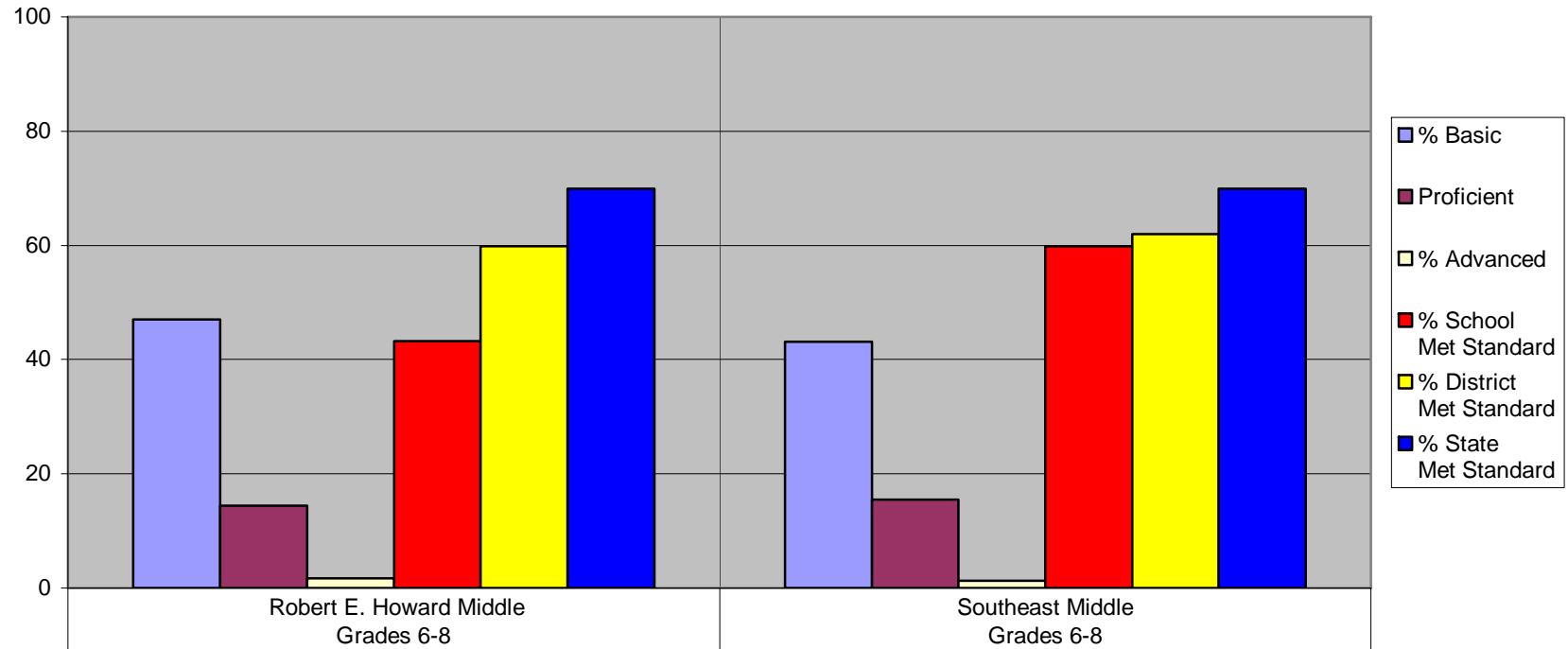
Note 1: Gilbert Primary School (Lexington 1) and Manning Early Childhood Center (Clarendon 2) have also been named 2004-2007 EWP Schools. PACT is administered only to students in grades 3-8; therefore, no test data are available for these two schools.

Table 2: 2005 PACT Scores
EWP Middle Schools
Grade 6 Only



Note 2: Wright Elementary School consists of grades 3-6. Therefore, grade 6 data were extracted before averaging the percentage of students meeting standard at the school level. Grade 6 data for Howard Middle School and Southeast Middle School were extracted and averaged to determine the percentage of students meeting standard at the school level. These data were used to compare grade 6 performance at Wright Elementary School.

Table 3: 2005 PACT Scores
2004-2007 EWP Middle Schools
Grades 6-8



% Basic	47	43.1
Proficient	14.4	15.5
% Advanced	1.7	1.3
% School Met Standard	43.2	59.9
% District Met Standard	59.8	62
% State Met Standard	69.9	69.9